

## MARY FORD ELEMENTARY

3180 Thomasina McPherson Blvd.

N. Charleston, SC 29405

**GRADES** PK-6 Elementary School

**ENROLLMENT** 448 Students

**PRINCIPAL** Janice H. Malone 843-745-2161

**SUPERINTENDENT** Dr. Maria L. Goodloe 843-937-6319

**BOARD CHAIR** Ms. Nancy Cook 843-760-2635

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	37	37	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Good	N/A
<b>2002</b>	Below Average	Good	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No

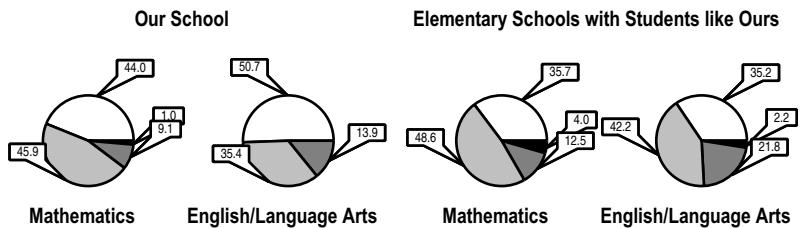
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	243	99.6	50.0	36.2	13.8	0.0	21.6	Yes	Yes
Gender									
Male	123	100.0	55.5	32.7	11.8	0.0	17.3		
Female	120	99.2	44.4	39.8	15.7	0.0	25.9		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	241	99.6	50.5	36.1	13.4	0.0	21.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	201	100.0	45.8	38.5	15.6	0.0	24.6		
Disabled	42	97.6	69.2	25.6	5.1	0.0	7.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	243	99.6	50.0	36.2	13.8	0.0	21.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	243	99.6	50.0	36.2	13.8	0.0	21.6		
Socio-Economic Status									
Subsidized meals	235	99.6	50.2	36.0	13.7	0.0	21.8	Yes	Yes
Full-pay meals	8	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	243	100.0	44.3	45.7	9.1	0.9	16.4	Yes	Yes
Gender									
Male	123	100.0	46.4	43.6	8.2	1.8	14.5		
Female	120	100.0	42.2	47.7	10.1	0.0	18.3		
Racial/Ethnic Group									
White	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	241	100.0	44.2	46.1	8.8	0.9	16.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	201	100.0	38.0	50.3	10.6	1.1	19.6		
Disabled	42	100.0	72.5	25.0	2.5	0.0	2.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	243	100.0	44.3	45.7	9.1	0.9	16.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	243	100.0	44.3	45.7	9.1	0.9	16.4		
Socio-Economic Status									
Subsidized meals	235	100.0	43.9	46.2	9.0	0.9	16.5	Yes	Yes
Full-pay meals	8	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	52	98.1	27.9	53.5	18.6	N/A	18.6
	<b>Grade 4</b>	59	100.0	48.1	38.9	13.0	N/A	13.0
	<b>Grade 5</b>	93	97.8	61.9	36.9	1.2	N/A	1.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	50	100.0	27.3	47.7	25.0	N/A	25.0
	<b>Grade 4</b>	57	100.0	50.0	30.8	19.2	N/A	19.2
	<b>Grade 5</b>	53	100.0	45.1	47.1	7.8	N/A	7.8
	<b>Grade 6</b>	86	98.8	66.2	28.4	5.4	N/A	5.4
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	52	100.0	25.0	61.4	11.4	2.3	13.6
	<b>Grade 4</b>	59	100.0	46.3	42.6	11.1	N/A	11.1
	<b>Grade 5</b>	93	97.8	34.5	63.1	2.4	N/A	2.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	50	100.0	34.1	52.3	13.6	N/A	13.6
	<b>Grade 4</b>	57	100.0	44.2	42.3	9.6	3.8	13.5
	<b>Grade 5</b>	53	100.0	47.1	41.2	11.8	N/A	11.8
	<b>Grade 6</b>	86	100.0	48.0	48.0	4.0	N/A	4.0
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 448)				
First graders who attended full-day kindergarten	93.2%	N/C	100.0%	100.0%
Retention rate	1.4%	Up from 0.7%	3.6%	2.7%
Attendance rate	94.5%	Down from 94.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.4%		7.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%		6.2%	3.5%
Eligible for gifted and talented	1.5%	Down from 2.0%	4.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Down from 11.5%	8.0%	8.2%
Older than usual for grade	3.6%	Down from 21.9%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	41.9%	Down from 44.4%	48.5%	51.4%
Continuing contract teachers	67.4%	Down from 69.4%	78.1%	87.5%
Highly qualified teachers**	90.3%	N/A	92.5%	95.0%
Teachers with emergency or provisional certificates	3.0%		3.7%	0.0%
Teachers returning from previous year	75.2%	Up from 73.2%	81.6%	86.7%
Teacher attendance rate	95.0%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$37,631	Down 0.3%	\$38,993	\$40,760
Prof. development days/teacher	15.0 days	N/R	13.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 15.3 to 1	16.6 to 1	18.9 to 1
Prime instructional time	87.9%	Down from 88.5%	88.9%	90.0%
Dollars spent per pupil*	\$7,916	Up 4.0%	\$7,067	\$6,044
Percent of expenditures for teacher salaries*	70.1%	Down from 70.6%	64.6%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	95.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mary Ford Elementary School continues to forge ahead, paving the way for a brighter future for our students. It takes a lot of hard work and dedication. It also takes all teachers, staff, students, parents, and a committed community of volunteers caring enough to effect change.

Our focus of increasing literacy is our primary goal. Our school has received a Comprehensive School Reform Grant, which will allow us to implement Reading Renaissance, a comprehensive school-wide program designed to empower teachers, students, and parents. This occurs when instruction is differentiated to meet the needs of all students, at all ability levels. Once our students and entire learning community master the skills of reading and the love of reading, a whole new world will open for our children, making the way for lifelong achievements in other areas as well.

Another area of focus is strengthening our school-wide discipline and character education programs. We must increase student performance in the areas of social skills and conflict resolution, improve student achievement and academic progress, facilitate positive school climate, and increase parent involvement and support. We need the help of the community and business partners if we are to reach our goal in this area. Tutors and mentors serve as positive role models for our children. This component is desperately needed in order to provide the academic and emotional support so many of our students are lacking.

As we continue to face our many challenges, we must celebrate our accomplishments. We have made great gains in the last few years. We're still very proud of our Palmetto's Silver Award, School Improvement, and Community of Readers Award in 2002. This is proof that all of us working together can do great things for our students and community. We invite you to join us in making a difference- a big difference for generations to come!

Janice Malone, Principal

James Frye, School Improvement Council Chairman

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	64	44
Percent satisfied with learning environment	86.0%	82.5%	81.8%
Percent satisfied with social and physical environment	69.8%	83.3%	84.1%
Percent satisfied with home-school relations	36.4%	87.9%	81.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.